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ABSTRACT

The Bonus Model of South Carolina's Teacher Incentive Program rewards eligible teachers for their individual efforts. The Campus/Individual model contains two separate components. Through the Campus Plan, eligible teachers are collectively rewarded in schools that attain the School Incentive Reward Program Achievement Gain Standard or higher ranking percentile values than other schools in their district. The Individual Plan rewards eligible teachers for their individual efforts without respect to overall school performance. To be an award recipient, all candidates must demonstrate a superior record of performance in attendance, performance evaluation, self-improvement, and student achievement. Funds for the programs are allocated to each district on the basis of the number of pupils in each. A District Coordinator and a District Teacher Incentive Committee are established to facilitate effective and efficient program operations. Entry and award criteria, application procedures, award processes, recognition awards, and appeal processes for each model are outlined. Appendices A-D and E-H contain each model's suggested district management plan, expenditure guidelines, approved teacher self-improvement activities, and student achievement and productivity measures. (EJS)

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South Carolina Teacher Incentive Program 1990-91

Bonus Model and Campus/Individual Model

Recognizing Superior Achievement

South Carolina

TIP

Teacher Incentive Program

South Carolina Department of Education
Division of Public Accountability

EA 023 118

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SOUTH CAROLINA TEACHER INCENTIVE PROGRAM
1990-91

BONUS MODEL

AND

CAMPUS/INDIVIDUAL MODEL

DIVISION OF PUBLIC ACCOUNTABILITY
July 1990

South Carolina Department of Education
An Equal Opportunity Agency

EA

FOREWORD

The Education Improvement Act of 1984 provided for the establishment of a teacher incentive program to reward teachers who demonstrate superior performance and productivity. In order to implement the provision, the State Board of Education selected three incentive program models developed by school districts in South Carolina during 1984-85, and districts pilot tested the approved program models during 1985-86, 1986-87, and 1987-88. Funding for the statewide implementation of the Teacher Incentive Program was provided by the General Assembly beginning with the 1988-89 school year.

An evaluation of the incentive program models was conducted after each pilot-test year. Information from the evaluation studies, as well as input from the Teacher Incentive Program Advisory Committee, the EIA Select Committee, the Business-Education Subcommittee, and the district coordinators, was used to advise the State Board of Education on the revision of the approved models for statewide implementation in 1988-89. School districts administer, or form a consortium to administer, the program as prescribed by state statute, State Board of Education regulation, and model requirements. Each school district/consortium in South Carolina selects one of the two models, the Bonus Model or the Campus/Individual Model, for district implementation.

The two models approved by the State Board of Education on June 13, 1990, for implementation in the school districts of South Carolina in 1990-91 are contained in this document.

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BONUS MODEL

BONUS MODEL

PROGRAM INTENT

The Bonus Model of South Carolina's Teacher Incentive Program is one of two models developed under the Education Improvement Act of 1984 which school districts shall utilize to reward teachers who demonstrate superior performance and productivity.

PROGRAM FEATURES

The Bonus Model establishes an incentive plan which rewards eligible teachers for their individual efforts. To become an award recipient, all candidates must demonstrate a superior record of performance in each of four award criteria (attendance, performance evaluation, self-improvement and student achievement). Those selected as award recipients under the Bonus Model are to receive a gross payment of not less than $2,000 and not more than $3,000, and the award shall be the same amount for all recipients in the district.

PROGRAM ADMINISTRATION

The Teacher Incentive Program is administered through the school districts of the State. Funds for the program are allocated to each district on the basis of the number of pupils in the district. Not more than twenty percent of the district's Teacher Incentive Program monies or $3,000, whichever is greater, may be used to cover operational costs. The State Board of Education, through regulation and model requirements, provides direction for the administration of the program. Within the requirements of law, regulation, and the Teacher Incentive Program model, the operation of the program and the decisions regarding incentive awards are the responsibility of the district.

The district may establish more stringent requirements than those specified in the model provided that doing so does not violate the minimum requirements of the model, the regulations of the State Board of Education, or State law.

District Coordinator

To facilitate the effective and efficient operation of the program, the district shall appoint a district coordinator for the Teacher Incentive Program. A portion of the operational funds allocated to the district for this program may be used to support the salary of the coordinator. Districts implementing the program through a consortium shall identify one coordinator to serve all districts in the consortium.

District Teacher Incentive Committee

The district shall establish a committee with substantial teacher and principal representation to be known as the Teacher Incentive Committee. The general function of the Committee shall be to assist the district in the administration of the program. In addition, the Teacher Incentive Committee shall have the responsibility of recommending incentive awards to the district superintendent. Districts administering the program as a consortium shall form one Teacher Incentive Committee to serve all districts in the consortium.

The terms of Committee members should be staggered when feasible, with a portion remaining each year. The Teacher Incentive Committee shall have a chairperson named in a manner deemed appropriate by the district. The district may appoint additional committees to assist the Teacher Incentive Committee. A list of major program activities and suggested timelines are contained in Appendix A to guide Committee operations. Other conditions and operations of the Committee shall be determined by the district.

Committee members are ineligible to participate in the Teacher Incentive Program. Committee members who would have been eligible to participate in the program shall be eligible to receive compensation for services rendered. Compensation to Teacher Incentive Committee members may be made as a single payment for work provided beyond regular contract hours or on an hourly basis, the total payment not to exceed the largest award granted under the program; compensation may be made in the form of released time. Funds to support the operation of the Teacher Incentive Committee are provided in the operational portion of the district's allocation for the program. Financial guidelines governing the use of such funds are included in Appendix B.

ENTRY CRITERIA

Employment -- In order to participate in the program, all candidates must be employed by a South Carolina school district on or before the date of the district's initial candidate application deadline and must be actively employed at least 140 days out of a 190-day contract year.

Professional Status -- All candidates must be full-time personnel who (1) are certified personnel including Library/Media Specialists, Guidance Counselors and faculty who are employed for a majority of their time in direct instruction of students, (2) have achieved continuing contract status, and (3) have at least two years teaching experience in South Carolina prior to the year of consideration. The phrase "certified personnel" shall mean those holding a valid South Carolina teaching certificate or, in cases where personnel are not certified by the State Board of Education, instructional personnel who are licensed by other state or federal agencies.

AWARD CRITERIA

To become a potential award recipient, all candidates must demonstrate superior performance in each of the four award criteria, as follows.

Attendance -- All candidates must have an attendance record of no more than ten (10) days absence (out of 190-day contract year) during the year of consideration. Days spent out of the classroom to participate in district-authorized professional leave or service activities are not considered as absences. An absence for military duty, jury duty or a work-related court ordered appearance shall be excused when such duty is required by law or rule of court. The teacher, however, must attempt to have such duty deferred to a time other than the regular school year. Failure to successfully complete the attendance requirement results in candidate disqualification.

Performance Evaluation -- All candidates must be evaluated with an evaluation system which meets the criteria and procedural requirements established by the State Board of Education for instruments used to evaluate continuing contract teachers. To receive an incentive award, all candidates must have been evaluated as performing at a level which is considered to be superior by the district on their most recent performance evaluation. This performance evaluation must comply with State law which requires an evaluation no less than every three years. An evaluation may be conducted during the year of Teacher Incentive Program participation upon the request of the teacher or upon the determination of the district. The evaluation may be conducted either by administrators and/or trained peer evaluators at the discretion of the district. Observation visits may be either announced or unannounced at the discretion of the district. The use of two or more observations to constitute a performance evaluation is required. Successful completion of this requirement must be validated by the end of the school year. By September 1, 1991, the instruments and procedures used by the district shall be approved by the State Department of Education to ensure that they meet the criteria and procedural requirements established by the State Board of Education. Alternate performance evaluation standards and instruments for

instructional support personnel may be utilized by the district when appropriate. Failure to successfully attain a superior rating in this category results in candidate disqualification.

Self-Improvement -- All candidates must demonstrate evidence of self-improvement through advanced training. As a result, candidates are required to complete at least one self-improvement activity from the list of approved advanced training options contained in Appendix C. The Teacher Incentive Committee may add to the list of approved activities and must approve any activity not contained in Appendix C. Failure to successfully complete the self-improvement requirement results in candidate disqualification.

Student Achievement -- The performance of all candidates is required to be assessed in terms of improved student learning and development. All documentation used to substantiate successful completion of this award criterion must focus on student outcomes assessed through performance and productivity measures. Assessment measures may be selected from nationally and state-developed achievement instruments and from teacher and district-assembled achievement-related measures which document a superior level of student achievement which exceeds expected normative growth. Alternate student achievement standards and instruments for instructional support personnel are to be developed and utilized by the district. When appropriate, productivity measures are to be used in lieu of student achievement when evaluating the outcomes of instructional support personnel. Evidence in this area is to be evaluated by the Teacher Incentive Committee or its designee(s). Excessive paperwork used as documentation in this category should be discouraged. Suggested methods for identifying student achievement growth and productivity are listed in Appendix D. To structure the student outcome development and review process, districts are required, as a minimum, to use as a reference the resource document available from the State Department of Education entitled *A Manual for the Student Achievement Component of the Teacher Incentive Program*. Failure to successfully complete the student achievement requirement results in candidate disqualification.

APPLICATION PROCEDURES

Following the establishment of administrative procedures and the dissemination of program information, the Teacher Incentive Committee shall:

1. Solicit and receive applications,
2. Screen applicants to insure that entry criteria are met;
3. Notify applicants of all program requirements;
4. Review and approve proposed self-improvement activities;
5. Review and approve proposed student achievement objectives; and
6. Transmit requests for applicant performance evaluations to appropriate evaluators.

AWARD PROCESS

The Teacher Incentive Committee is required to develop a sliding scale of bonus points to be utilized for the purpose of recognizing degrees of excellence above and beyond the required level of superiority. The Teacher Incentive Committee must, as close as possible to the beginning of the school year, establish and disseminate to potential candidates the basis upon which bonus points are to be allocated.

The three award criteria to be used and their corresponding mandatory range of bonus points (which are weighted to reflect relative emphasis) are assigned as follows:

Performance evaluation requirement	-- 0 to 20 bonus points
Self-improvement requirement	-- 0 to 5 bonus points
Student achievement requirement	-- 0 to 25 bonus points
Total bonus point range	-- 0 to 50 bonus points

The need to employ a sliding scale of bonus points to assist in differentiating award recipients is related to the award limits established for this model. In this respect, the district may have more potential award recipients (candidates who attained a superior rating in all categories) than minimal shares of $2,000. Thus, the use of bonus points is a method designed to provide additional differentiation for the recipient identification process. (The bonus points of potential award recipients could range from 0 to 50 points).

As close as possible to the end of the school year, the Teacher Incentive Committee or its representatives shall review candidate documentation to achieve these purposes:

1. Validate the successful completion of the attendance requirement;
2. Validate the successful completion of the performance evaluation;
3. Validate the successful completion of the self-improvement activity; and
4. Validate evidence of successful attainment of student achievement objectives.

Failure to successfully complete any of the four requirements listed results in candidate disqualification.

Following the validation of each candidate's qualifications, the Teacher Incentive Committee shall institute the following procedure:

1. Establish the number of potential awards to be distributed. If the district has more potential award recipients than minimal shares, procedures 2 through 5 below shall apply.

2. Determine the number of total bonus points earned (the composite score for all three award criteria) by each candidate.

3. Rank candidates according to relative total bonus points.

4. Assign awards to higher ranking candidates as permitted by the number of available award shares.

5. In the event of a tie at the low end of the ranking, bonus points in the student achievement category are to be used for determining award recipients.

6. Notify the district superintendent of award recipients.

Those selected as award recipients are to receive a gross payment of not less than $2,000 and not more than $3,000.

RECOGNITION AWARDS

In addition to monetary awards, psychological incentives may be employed to develop esteem, to reinforce the individual's sense of worth, and to encourage leadership. Such incentives include:

1. Staff recognition for outstanding performance
2. Fellows in Education program
3. Media recognition of outstanding individuals and schools
4. Certificates, plaques, public dinners and community award programs
5. Appointment to prestigious committees
6. Hall of Fame programs
7. Teacher of the Month (Quarter) programs
8. Other ideas developed by the district

The district may supplement monetary awards with one or more of the options listed above. Such provisions are to be considered as award payment expenses (see Appendix B).

APPEAL PROCESS

The district appeal procedure may be used for this program. If such a procedure does not exist, one must be developed. The following procedural steps are suggested:

1. Appeal is heard and adjudicated by the Teacher Incentive Committee.
2. Appeal is heard and adjudicated by the district superintendent.
3. Appeal is heard and adjudicated by the district Board of Trustees or its designee. The decision at this level shall be final.

Individuals may appeal the interpretation of collected data and/or the procedures used to determine award recipients. However, appeal decisions must remain within the program requirements.

Appendix A

TEACHER INCENTIVE PROGRAM
BONUS MODEL

SUGGESTED DISTRICT MANAGEMENT PLAN

Activity	Completion Month
Designate coordinator	July
Appoint/elect Teacher Incentive Committee	August
Orient Teacher Incentive Committee	August
Disseminate program information to district faculty	August
Candidate applications due to Teacher Incentive Committee	September
Submission of student achievement objectives to Teacher Incentive Committee	October
Approval of candidates' proposals and notification to candidates of approval	October
Submission of student achievement documentation to Teacher Incentive Committee	June
Submission of validating documentation for the self-improvement component to Teacher Incentive Committee	June
Preliminary notification of award recipients	June
Completion of appeals	June
Payments to award recipients	July

TEACHER INCENTIVE PROGRAM
BONUS MODEL

EXPENDITURE GUIDELINES

The following expenditures, which must directly relate to the Teacher Incentive Program, define the types of expenses that shall be allowed in the implementation of the program during a fiscal year.

I. **Award payments (80% or more of district allocation):**

A. Incentive award payments to successful candidates -- Awards granted from State funds may not exceed a total of $3,000 (gross pay) for any individual recipient, and the award shall be the same amount for all recipients in the district. Funds for recognition awards which constitute direct products of value to qualified recipients shall be charged to this category.

B. Employer's matching fringe contributions to award recipients.

II. **Program Operation (no more than 20% of district allocation):**

A. Salary for employment of staff (full-time and part-time)

B. Staff employee fringe benefits

C. Compensation for extra work beyond contract hours -- Teacher Incentive Committee members are eligible to receive compensation from this category. Administrators serving on the Teacher Incentive Committee in a capacity beyond standard employment responsibilities may be compensated with these funds (subject to district policy). Compensation to Teacher Incentive Committee members may be made as a single payment for work provided beyond regular contract hours or compensation may be made at least on an hourly basis, not to exceed the largest award granted under the program. In all cases, total payment for services rendered to the program may not exceed $3,000 (gross pay) per Committee member.

D. Payments to consultants

E. Substitute pay for teachers serving on committees

F. Travel

G. Purchase of materials, supplies, books and journals

H. Workshop expenses

I. Printing and communication

J. Leasing or purchase of equipment directly related to Teacher Incentive Program implementation

The operational portion of the district's allocation will be advanced to the district in four equal quarterly payments. Unexpended funds from the operational portion of the district's allocation may be redistributed to the award portion of the allocation and utilized for award payments to eligible teachers. After the number of awards has been determined, the district is required to notify the Office of Finance, State Department of Education, of unused Program funds so that funds may be redistributed as required by State Board of Education regulation and law.

Appendix C

TEACHER INCENTIVE PROGRAM
BONUS MODEL

APPROVED SELF-IMPROVEMENT ACTIVITIES *

All candidates are required to successfully complete at least one activity during the period of consideration which demonstrates self-improvement through advanced training. A list of approved activities is provided below. The Teacher Incentive Committee may add to the list of approved activities and must approve any activity not contained in Appendix C. Working with a student teacher as assigned by the superintendent or his/her designee is required, whenever possible.

- Work with student teacher (required, whenever possible)
- Graduate study
- Staff development sessions/workshops
- Training in the Program for Effective Teaching (PET) or other approved alternative
- Special project (Teacher Incentive Committee approval required)

*Activities required by the district or school are ineligible for consideration. Compensated activities may be at the discretion of the district.

TEACHER INCENTIVE PROGRAM
BONUS MODEL

STUDENT ACHIEVEMENT AND PRODUCTIVITY MEASURES*

The following methods for identifying student achievement growth and productivity are suggested for consideration by the district. Other measures deemed appropriate by the Teacher Incentive Committee also may be utilized.

-- Nationally-normed standardized tests of direct relevance

-- Criterion-referenced tests for subject area (pre and post)

-- Commercially-produced tests which accompany textbooks

-- Observable student behavior or products (sample work)

-- Class and/or individual recognition for outstanding achievement or service

-- Student participation in special projects

*Documentation for this criteria should be minimized and should reflect reasonable and customary practice.

CAMPUS/INDIVIDUAL MODEL

CAMPUS/INDIVIDUAL MODEL

PROGRAM INTENT

The Campus/Individual Model of South Carolina's Teacher Incentive Program is one of two models developed under the Education Improvement Act of 1984 which school districts shall utilize to reward teachers who demonstrate superior performance and productivity.

PROGRAM FEATURES

The Campus/Individual Model contains two separate components: The Campus Plan and the Individual Plan. The Campus Plan collectively rewards eligible teachers in schools that attain the School Incentive Reward Program achievement gain standard, or that attain higher ranking comparison group percentile values on the school gain indices when compared with other schools in the district. Eligible teachers in these schools receive awards under the Campus Plan. The intent of this plan is to reward eligible teachers in a school for working together as a team to positively influence student achievement. Under the Campus Plan, no eligible teacher shall receive an award which exceeds $3,000, and the award shall be the same amount for all recipients in the district, except when prorated for itinerant personnel.

The Individual Plan rewards eligible teachers for their individual efforts without respect to overall school performance. Under the Individual Plan, no award shall be more than $3,000 or less than $2,000, and the award shall be the same amount for all recipients in the district. For teachers who qualify under both Plans, no combined award shall exceed $3,000.

PROGRAM ADMINISTRATION

The Teacher Incentive Program is administered through the school districts of the State. Funds for the program are allocated to each district on the basis of the number of pupils in the district. Not more than twenty percent of the district's Teacher Incentive Program monies or $3,000, whichever is greater, may be used to cover operational costs. For budgeting purposes at the beginning of the year, the district must reserve from one-third to two-thirds of the awards portion of the district's allocation for the program to be used for the Campus Plan and from one-third to two-thirds of the awards portion of the allocation for the Individual Plan. The proportions devoted to each plan are flexible and subject to district discretion within these limits. The State Board of Education, through regulation and model requirements, provides direction for the administration of the program. Within the requirements of law, regulation, and the Teacher Incentive Program model, the operation of the program and the decisions regarding incentive awards are the responsibility of the district.

The district may establish more stringent requirements than those specified in the model provided that doing so does not violate the minimum requirements of the model, the regulations of the State Board of Education, or State law.

District Coordinator

To facilitate the effective and efficient operation of the program, the district shall appoint a district coordinator for the Teacher Incentive Program. A portion of the operational funds allocated to the district for this program may be used to support the salary of the coordinator. Districts implementing the program through a consortium shall identify one coordinator to serve all districts in the consortium.

District Teacher Incentive Committee

The district shall establish a committee with substantial teacher and principal representation to be known as the Teacher Incentive Committee. The general function of the Committee shall be to assist the district in the administration of the program. In addition, the Teacher Incentive Committee shall have the responsibility of recommending incentive awards to the district superintendent. Districts administering the program as a consortium shall form one Teacher Incentive Committee to serve all districts in the consortium.

The terms of Committee members should be staggered when feasible, with a portion remaining each year. The Teacher Incentive Committee shall have a chairperson named in a manner deemed appropriate by the district. The district may appoint additional committees to assist the Teacher Incentive Committee. A list of major program activities and suggested timelines are contained in Appendix E to guide Committee operations. Other conditions and operations of the Committee shall be determined by the district.

Committee members are ineligible to participate under the Individual Plan of the Teacher Incentive Program. Committee members who would have been eligible to participate in the program shall be eligible to receive compensation for services rendered. Compensation to Teacher Incentive Committee members may be made as a single payment for work provided beyond regular contract hours or on an hourly basis, the total payment not to exceed the largest award granted under the Individual Plan of the program; compensation may be made in the form of released time. Service on the Teacher Incentive Committee, however, does not preclude the receipt of a Campus award by members, when eligible. In any event, the total compensation for a Committee member may not exceed $3,000. Funds to support the operation of the Teacher Incentive Committee are provided in the operational portion of the district's allocation for the program. Financial guidelines governing the use of such funds are included in Appendix F.

CAMPUS PLAN

In effect, schools shall compete on the basis of student achievement, as measured by the State Testing Program (STP) and the Basic Skills Assessment Program (BSAP). Eligible teachers from those schools which meet or exceed the established State standard of student achievement for the School Incentive Reward Program, or attain higher ranking comparison group percentile values for the school gain index among the district's schools as stipulated in the following section entitled "Award Criteria: Student Achievement," may qualify for an award. The Teacher Incentive Committee recommends to the district superintendent teachers from identified schools who should be considered for awards under the Campus Plan.

ENTRY CRITERIA

Employment -- In order to participate in the program, all candidates must be employed by a South Carolina school district on or before the date of the district's initial candidate application deadline and must be actively employed at least 140 days out of a 190-day contract year.

Professional Status -- All candidates must be full-time or itinerant personnel who (1) are certified personnel including Library/Media Specialists, Guidance Counselors and faculty who are employed for a majority of their time in direct instruction of students, (2) have achieved continuing contract status and (3) have at least two years teaching experience in South Carolina prior to the year of consideration. The phrase "certified personnel" shall mean those holding a valid South Carolina teaching certificate or, in cases where personnel are not certified by the State Board of Education, instructional personnel who are licensed by other state or federal agencies.

AWARD CRITERIA

To become a potential award recipient, all candidates must demonstrate superior performance in each of the four award criteria, as follows.

Attendance -- All candidates must have an attendance record of no more than ten days absence (out of 190-day contract year) during the year of consideration. Days spent out of the classroom to participate in district-authorized professional leave or service activities are not considered as absences. An absence for military duty, jury duty or a work-related court ordered appearance shall be excused when such duty is required by law or rule of court. The teacher, however, must attempt to have such duty deferred to a time other than the regular school year. Failure to successfully complete the attendance requirement results in candidate disqualification.

Performance Evaluation -- In addition to being a teacher in an eligible school, those participating under the Campus Plan must be evaluated with an evaluation system which meets the criteria and procedural requirements established by the State Board of Education for instruments used to evaluate continuing contract teachers. As a minimum standard, all eligible candidates must have been evaluated as performing at a level which is considered to be more than satisfactory by the district on their most recent performance evaluation. This performance evaluation must comply with State law which requires an evaluation no less than every three years. An evaluation may be conducted during the year of Teacher Incentive Program participation upon the request of the teacher or upon the determination of the district. The evaluation may be conducted either by administrators and/or trained peer evaluators at the discretion of the district. Observation visits may be either announced or unannounced at the discretion of the district. The use of two or more observations to constitute a performance evaluation is required. Successful completion of this requirement must be validated by the end of the school year. By September 1, 1991, the instruments and procedures used by the district shall be approved by the State Department of Education to

ensure that they meet the criteria and procedural requirements established by the State Board of Education. Alternate performance evaluation standards and instruments for instructional support personnel may be utilized by the district when appropriate. Failure to successfully complete the performance evaluation requirement results in candidate disqualification.

Self-Improvement -- In addition to being a teacher in an eligible school, all candidates must take part in the school-based plan approved by the Teacher Incentive Committee and participate in school or district-mandated self-improvement activities (inservice or staff development) during the year of consideration. Itinerant teachers must participate in the school-based plan at participating schools to the satisfaction of the Teacher Incentive Program Committee to be eligible for an award in each school. Failure to successfully complete the self-improvement requirement results in candidate disqualification.

Student Achievement -- An eligible teacher from a school that attains the School Incentive Reward Program achievement gain standard may qualify to receive an award under the Campus Plan. In the event that these School Incentive Reward recipient schools in the district collectively comprise fewer than twenty-five percent of the district's student population, additional schools may be identified. Additional schools shall be identified under the Campus Plan only to the extent that twenty-five percent of the district's student population is served by the School Incentive Reward recipient schools and higher-ranking non-recipient schools with positive school gain indices. In the event a district has no School Incentive Reward recipient schools and the higher-ranking non-recipient school with a positive school gain index has a student population which exceeds twenty-five percent of the district's student population, the district may identify one school under the Campus Plan. If the higher-ranking school is tied with one or more schools, then the district may include the tied schools under the Campus Plan. Eligible teachers in additional schools which have the higher-ranking comparison group percentile values for the school gain indices within the district may receive awards. A teacher shall not receive an award under the Campus Plan if the school has a negative gain index, regardless of the school's comparison group percentile value. Furthermore, for teachers to be considered for a Campus award, the Teacher Incentive Program Committee must establish procedures whereby schools must:

a) declare an intent to participate;
b) establish goals and objectives to be accomplished, including student performance, taking into consideration the School Improvement Report;
c) implement a school-based plan to achieve the goals and objectives in which eligible teachers must participate to receive an incentive award; and
d) receive approval from the Teacher Incentive Committee of its plan and certify evidence of its successful implementation.

Failure of the eligible teachers to participate in the school-based plan results in candidate disqualification.

AWARD PROCESS

Upon announcement by the State Board of Education of the School Incentive Reward Program recipients, usually during the late fall following the school year from which data are evaluated, the Teacher Incentive Committee shall review documentation of the successful completion of the stipulated requirements for eligible teachers. The Committee shall then:

1. Identify qualified award recipients; and
2. Notify the district superintendent of award recipients.

Under the Campus Plan, no award may exceed $3,000. Eligible itinerant personnel shall receive a prorata award based on time assigned to a qualified school. Furthermore, when a candidate qualifies under both portions of the model, the combined award shall not exceed $3,000. In cases when the total of the Individual award and the Campus award could exceed $3,000, the payment shall be comprised of the full amount of the Individual award and the portion of the Campus award which brings the combined award payment to the $3,000 limit.

INDIVIDUAL PLAN

ENTRY CRITERIA

Employment -- In order to participate in the program, all candidates must be employed by a South Carolina school district on or before the date of the district's initial candidate application deadline and must be actively employed at least 140 days out of a 190-day contract year.

Professional Status -- All candidates must be full-time personnel who (1) are certified personnel including Library/Media Specialists, Guidance Counselors and faculty who are employed for a majority of their time in direct instruction of students, (2) have achieved continuing contract status and (3) have at least two years teaching experience in South Carolina prior to the year of consideration. The phrase "certified personnel" shall mean those holding a valid South Carolina teaching certificate or, in cases where personnel are not certified by the State Board of Education, instructional personnel who are licensed by other state or federal agencies.

AWARD CRITERIA

To become a potential award recipient, all candidates must demonstrate superior performance in each of the four award criteria, as follows.

Attendance -- All candidates must have an attendance record of no more than ten (10) days absence (out of 190-day contract year) during the year of consideration. Days spent out of the classroom to participate in district-authorized professional leave or service activities are not considered as absences. An absence for military duty, jury duty or a work-related court ordered appearance shall be excused when such duty is required by law or rule of court. The teacher, however, must attempt to have such duty deferred to a time other than the regular school year. Failure to successfully complete the attendance requirement results in candidate disqualification.

Performance Evaluation -- All candidates must be evaluated with an evaluation system which meets the criteria and procedural requirements established by the State Board of Education for instruments used to evaluate continuing contract teachers. To receive an incentive award, all candidates must have been evaluated as performing at a level which is considered to be superior by the district on their most recent performance evaluation. This performance evaluation must comply with State law which requires an evaluation no less than every three years. An evaluation may be conducted during the year of Teacher Incentive Program participation upon the request of the teacher or upon the determination of the district. The evaluation may be conducted either by administrators and/or trained peer evaluators at the discretion of the district. Observation visits may be either announced or unannounced at the discretion of the district. The use of two or more observations to constitute a performance evaluation is required. Successful completion of this requirement must be validated by the end of the school year. By September 1, 1991, the instruments and procedures used by the district shall be approved by the State Department of Education to ensure that they meet the criteria and procedural requirements established by the State Board of Education. Alternate performance evaluation standards and instruments for instructional support personnel may be utilized by the district when appropriate. Failure to successfully attain a superior rating in this category results in candidate disqualification.

Self-Improvement -- All candidates must demonstrate evidence of self-improvement through advanced training. As a result, candidates are required to complete at least one self-improvement activity from the list of approved advanced training options contained in Appendix G. The Teacher Incentive Committee may add to the list of approved activities and must approve any activity not contained in Appendix G. Failure to successfully complete the self-improvement requirement results in candidate disqualification.

Student Achievement -- The performance of all candidates is required to be assessed in terms of improved student learning and development. All documentation used to substantiate successful completion of this award criterion must focus on student outcomes assessed through performance and productivity measures. Assessment measures may be selected from nationally and state-developed achievement instruments and from teacher and district-assembled achievement-related measures which document a superior level of student achievement which exceeds expected normative growth. Alternate student achievement standards and instruments for instructional support personnel are to be developed and utilized by the district. When appropriate, productivity measures are to be used in lieu of student achievement when evaluating the outcomes of instructional support personnel. Evidence in this area is to be evaluated by the Teacher Incentive Committee or its designee(s). Excessive paperwork used as documentation in this category should be discouraged. Suggested methods for identifying student achievement growth and productivity are listed in Appendix H. To structure the student outcome development and review process, districts are required, as a minimum, to use as a reference the resource document available from the State Department of Education entitled *A Manual for the Student Achievement Component of the Teacher Incentive Program*. Failure to successfully complete the student achievement requirement results in candidate disqualification.

APPLICATION PROCEDURES

Following the establishment of administrative procedures and the dissemination of program information, the Teacher Incentive Committee shall:

1. Solicit and receive applications;
2. Screen applicants to insure that entry criteria are met;
3. Notify applicants of all program requirements;
4. Review and approve proposed self-improvement activities;
5. Review and approve proposed student achievement objectives; and
6. Transmit requests for applicant performance evaluations to appropriate evaluators.

AWARD PROCESS

The Teacher Incentive Committee is required to develop a sliding scale of bonus points to be utilized for the purpose of recognizing degrees of excellence above and beyond the required level of superiority. The Teacher Incentive Committee must, as close as possible to the beginning of the school year, establish and disseminate to potential candidates the basis upon which bonus points are to be allocated.

The three award criteria to be used and their corresponding mandatory range of bonus points (which are weighted to reflect relative emphasis) are assigned as follows:

Performance evaluation requirement	-- 0 to 20 bonus points
Self-improvement requirement	-- 0 to 5 bonus points
Student achievement requirement	-- 0 to 25 bonus points
Total bonus point range	-- 0 to 50 bonus points

The need to employ a sliding scale of bonus points to assist in differentiating award recipients is related to the award limits established for this model. In this respect, the district may have more potential award recipients (candidates who attained a superior rating in all categories) than minimal shares of $2,000. Thus, the use of bonus points is a method designed to provide additional differentiation for the recipient identification process. (The bonus points of potential award recipients could range from 0 to 50 points).

As close as possible to the end of the school year, the Teacher Incentive Committee or its representatives shall review candidate documentation to achieve these purposes:

1. Validate the successful completion of the attendance requirement;
2. Validate the successful completion of the performance evaluation;
3. Validate the successful completion of the self-improvement activity; and
4. Validate evidence of successful attainment of student achievement objectives.

Failure to successfully complete any of the four requirements listed above results in candidate disqualification:

Following the validation of each candidate's qualifications, the Teacher Incentive Committee shall institute the following procedure:

1. Establish the number of potential awards to be distributed. If the district has more potential award recipients than minimal shares, procedures 2 through 5 below shall apply.

2. Determine the number of total bonus points earned (the composite score for all three award criteria) by each candidate.

3. Rank candidates according to relative total bonus points.

4. Assign awards to higher ranking candidates as permitted by the number of available award shares.

5. In the event of a tie at the low end of the ranking, bonus points in the student achievement category are to be used for determining award recipients.

6. Notify the district superintendent of award recipients.

Those selected as award recipients are to receive a gross payment of not less than $2,000 and not more than $3,000.

RECOGNITION AWARDS

In addition to monetary awards, psychological incentives may be employed to develop esteem, to reinforce the individual's sense of worth, and to encourage leadership. Such incentives include:

1. Staff recognition for outstanding performance
2. Fellows in Education program
3. Media recognition of outstanding individuals and schools
4. Certificates, plaques, public dinners and community award programs
5. Appointment to prestigious committees
6. Hall of Fame programs
7. Teacher of the Month (Quarter) programs
8. Other ideas developed by the district

The district may supplement monetary awards with one or more of the options listed above. Such provisions are to be considered as award payment expenses (see Appendix F).

APPEAL PROCESS

The district appeal procedure may be used for this program. If such a procedure does not exist, one must be developed. The following procedural steps are suggested:

1. Appeal is heard and adjudicated by the Teacher Incentive Committee.
2. Appeal is heard and adjudicated by the district superintendent.
3. Appeal is heard and adjudicated by the district Board of Trustees or its designee. The decision at this level shall be final.

Individuals may appeal the interpretation of collected data and/or the procedures used to determine award recipients. However, appeal decisions must remain within the program requirements.

Appendix E

TEACHER INCENTIVE PROGRAM
CAMPUS/INDIVIDUAL MODEL

SUGGESTED DISTRICT MANAGEMENT PLAN

Activity	Completion Month
Designate coordinator	July
Appoint/elect Teacher Incentive Committee	August
Orient Teacher Incentive Committee	August
Disseminate program information to district faculty	August
Candidate applications due to Teacher Incentive Committee	September
Submission of student achievement objectives to Teacher Incentive Committee	October
Approval of candidates' proposals and notification to candidates of approval	October
Submission of student achievement documentation to Teacher Incentive Committee	June
Submission of validating documentation for the self-improvement component to Teacher Incentive Committee	June
Preliminary notification of award recipients	June
Completion of appeals	June
Payments to award recipients	
- Individual Awards:	July or December
- Campus Awards:	December

TEACHER INCENTIVE PROGRAM
CAMPUS/INDIVIDUAL MODEL

EXPENDITURE GUIDELINES

The following expenditures, which must directly relate to the Teacher Incentive Program, define the types of expenses that shall be allowed in the implementation of the program during a fiscal year.

I. **Award payments (80% or more of district allocation):**

A. Incentive award payments to successful candidates -- Awards granted from State funds may not exceed a total of $3,000 (gross pay) for any individual recipient. The award under the Individual Plan shall be the same amount for all recipients in the district, and the award under the Campus Plan shall be the same amount for all recipients in the district, except when prorated for itinerant personnel. Funds for recognition awards which constitute direct products of value to qualified recipients shall be charged to this category.

B. Employer's matching fringe contributions to award recipients.

II. **Program Operation (no more than 20% of district allocation):**

A. Salary for employment of staff (full-time and part-time)

B. Staff employee fringe benefits

C. Compensation for extra work beyond contract hours -- Teacher Incentive Committee members are eligible to receive compensation from this category. Administrators serving on the Teacher Incentive Committee in a capacity beyond standard employment responsibilities may be compensated with these funds (subject to district policy). Compensation to Teacher Incentive Committee members may be made as a single payment for work provided beyond regular contract hours or compensation may be made at least on an hourly basis, not to exceed the largest award granted under the Individual Plan of the program. In all cases, total payment for services rendered to the program may not exceed $3,000 (gross pay) per Committee member.

D. Payments to consultants

E. Substitute pay for teachers serving on committees

F. Travel

G. Purchase of materials, supplies, books and journals

H. Workshop expenses

I. Printing and communication

J. Leasing or purchase of equipment directly related to Teacher Incentive Program implementation

The operational portion of the district's allocation will be advanced to the district in four equal quarterly payments. Unexpended funds from the operational portion of the district's allocation may be redistributed to the award portion of the allocation and utilized for award payments to eligible teachers. Funds which remain after the award payments under the Individual Plan shall be reallocated to the Campus Plan and may be utilized to make award payments without regard to the one-third/two-thirds split. After the number of awards has been determined, the district is required to notify the Office of Finance, State Department of Education, of unused Program funds so that funds may be redistributed as required by State Board of Education regulation and law.

TEACHER INCENTIVE PROGRAM
CAMPUS/INDIVIDUAL MODEL

APPROVED SELF-IMPROVEMENT ACTIVITIES *

All candidates are required to successfully complete at least one activity during the period of consideration which demonstrates self-improvement through advanced training. A list of approved activities is provided below. The Teacher Incentive Committee may add to the list of approved activities and must approve any activity not contained in Appendix G. Working with a student teacher as assigned by the superintendent or his/her designee is required, whenever possible.

- Work with student teacher (required, whenever possible)
- Graduate study
- Staff development sessions/workshops
- Training in the Program for Effective Teaching (PET) or other approved alternative
- Special project (Teacher Incentive Committee approval required)

* Activities required by the district or school are ineligible for consideration. Compensated activities may be at the discretion of the district.

TEACHER INCENTIVE PROGRAM
CAMPUS/INDIVIDUAL MODEL

STUDENT ACHIEVEMENT AND PRODUCTIVITY MEASURES*

The following methods for identifying student achievement growth and productivity are suggested for consideration by the district. Other measures deemed appropriate by the Teacher Incentive Committee also may be utilized.

-- Nationally-normed standardized tests of direct relevance

-- Criterion-referenced tests for subject area (pre and post)

-- Commercially-produced tests which accompany textbooks

-- Observable student behavior or products (sample work)

-- Class and/or individual recognition for outstanding achievement or service

-- Student participation in special projects

*Documentation for this criterion should be minimized and should reflect reasonable and customary practice.